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**ONE HUNDRED TWENTY-NINTH  
ANNUAL REPORT**

OF THE

**South Carolina  
School For The Deaf  
And The Blind**

**SPARTANBURG, SOUTH CAROLINA**

**1977**



**PRINTED UNDER THE DIRECTION OF THE  
STATE BUDGET AND CONTROL BOARD**

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# South Carolina School For The Deaf And The Blind

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LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL FOR THE DEAF AND  
THE BLIND

Spartanburg, South Carolina  
September 8, 1977

*The Honorable James B. Edwards  
Governor of South Carolina  
Budget and Control Board  
Columbia, South Carolina*

Honored Sir:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Twenty-Ninth Report of the South Carolina School for the Deaf and the Blind. This report covers the period from July 1, 1976 to June 30, 1977 inclusive.

Respectfully submitted,

MRS. LEWIS M. DAVIS, *Chairman*  
*Board of Commissioners*



SOUTH CAROLINA SCHOOL  
FOR THE DEAF AND THE BLIND  
SPARTANBURG, SOUTH CAROLINA 29302

Mrs. Lewis M. Davis, *Acting Chairman*      August 12, 1977  
Board of Commissioners  
South Carolina School for the Deaf and the Blind  
Spartanburg, South Carolina 29302

Dear Mrs. Davis:

The One Hundred Twenty-Ninth Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and the accomplishments of the School for the fiscal year 1977.

In my opinion and as is borne out by the Report, the School completed a most successful year. Future goals were established and much information gathered in order that plans could be formulated to reach these stated goals. I am confident that the future of this School is bright and that we will continue to move forward in our purpose of serving the deaf, the blind and the multi-handicapped children of the State of South Carolina.

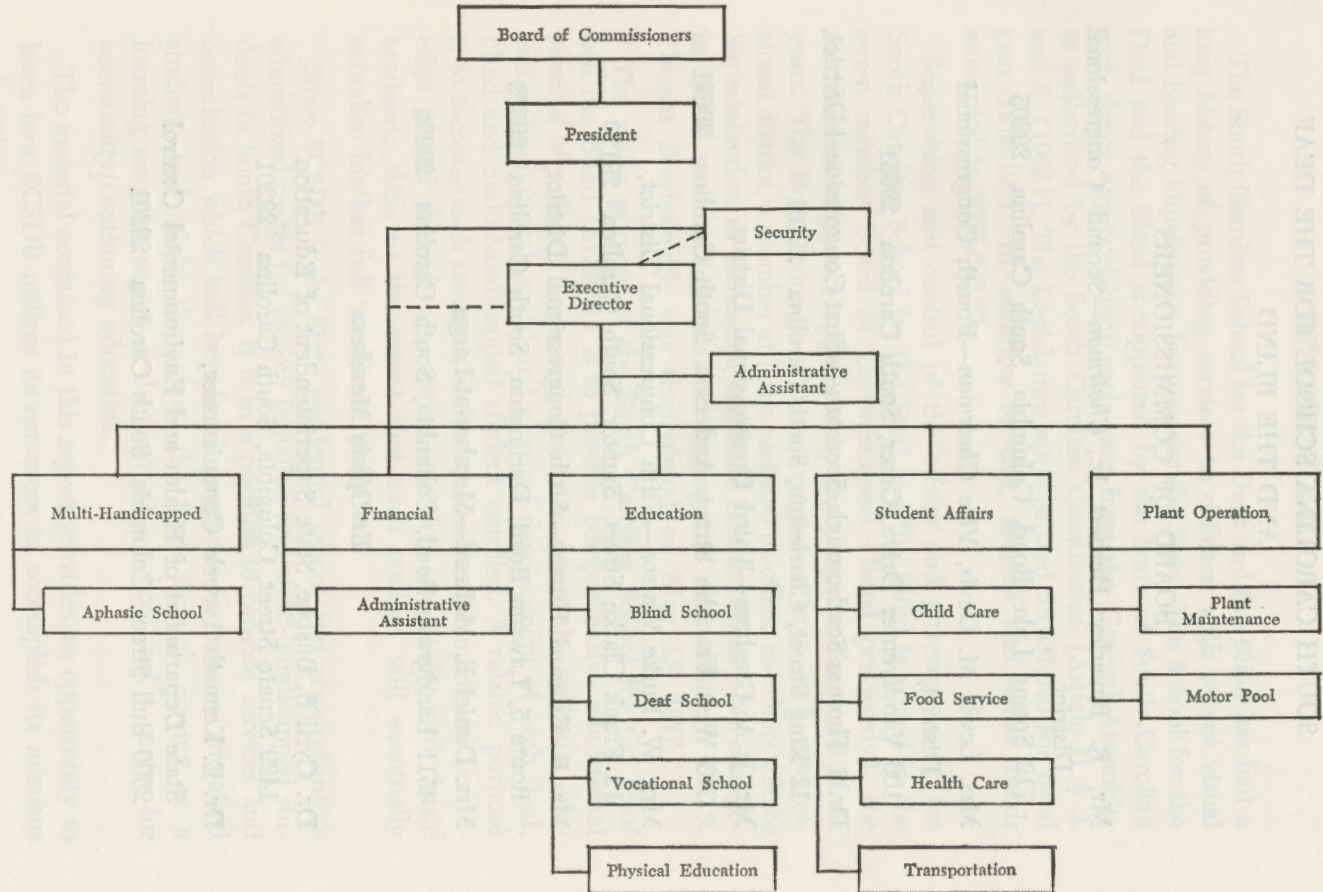
An Executive Director assumed his duties in July 1976, with the responsibility of the day-to-day operation of the entire School. This new position has not only provided the President with additional time necessary for him to properly perform his duties and responsibilities, but has provided the proper leadership to improve our School.

Through the effort of the members of the Board of Commissioners, the Legislature on March 29, 1977, changed the title of the Agency Director from that of Superintendent to President. It is truly an honor for me to be the first President of the South Carolina School for the Deaf and the Blind.

The administration, the staff and the student body of the School are appreciative of the strong support in leadership the Board is providing as we seek to fulfill our duties and responsibilities to the people of the State of South Carolina.

Sincerely,  
N. F. WALKER  
*President*

# ORGANIZATION CHART





SOUTH CAROLINA SCHOOL FOR THE DEAF  
AND THE BLIND

BOARD OF COMMISSIONERS

Mr. R. Beverley Herbert, Jr., *Chairman*—Second Congressional District,

712 Spring Lake Road, Columbia, South Carolina 29205

Mrs. Lewis M. Davis, *Vice Chairman*—Fourth Congressional District,

106 Vandiventer Drive, Greer, South Carolina 29651

Dr. S. Thomas Scarborough, *Secretary*—First Congressional District,  
12 King Street, Charleston, South Carolina 29401

Mr. J. A. Gresham—Third Congressional District,

313 West Franklin Street, Anderson, South Carolina 29621

Mrs. W. Burke Watson—Fifth Congressional District,

12 Frank Clarke Street, Sumter, South Carolina 29150

Mr. B. Edward Hursey—Sixth Congressional District,

Route 5, Lawson Road, Darlington, South Carolina 29532

Mrs. Daniel R. McLeod—Member-at-Large,

4511 Landgrave Road, Columbia, South Carolina 29206

*Ex-Officio Members*

Dr. Cyril B. Busbee, State Superintendent of Education

1429 Senate Street, Columbia, South Carolina 29201

Dr. E. Kenneth Aycock, Commissioner,

State Department of Health and Environmental Control

2600 Bull Street, Columbia, South Carolina 29201

## INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution [Article II § 3. and 5. (1962)]. The Legislature appropriated \$3,537,049 for fiscal year 1976-1977. In addition to this, federal and other funds amounted to \$535,625.33.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the seven member Board of Commissioners (listed previously), the members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, a member at large and two ex officio members (State Superintendent of Education and State Health Officer). No changes in Board membership occurred during the year although Dr. S. Thomas Scarborough was reappointed on May 15, 1977.

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multi-handicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive educational center for sensory impaired and multi-handicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school and a center for community/continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.



## HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker, had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We accordingly resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution, in some form be perpetuated in all time, in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor, citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., and the present President, Newton Farmer Walker.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 650. It is operated by a nine-member Board of Commissioners, seven of whom are appointed by the Governor and two ex officio members: State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.

### CENTRAL ADMINISTRATION

The organizational structure of SCSDB is presented in Figure 1. The immediate Executive Head of SCSDB is the President (Mr. N. F. Walker) who is responsible to the Board of Commissioners (listed previously). The Executive Director is responsible for the day-to-day operation of the School and is responsible directly to the President. Dr. Jack R. Gallagher was appointed to this position on July 1, 1976.

The central administrative staff of the School consists of the Directors of the five major divisions, an Administrative Assistant and Chief of Security. The Division Directors along with their respective titles are as follows:

Mr. Robert L. Millard, Assistant Superintendent for Education

Mr. Timothy A. Keck, Assistant Superintendent for Multi-Handicapped

Mr. William G. Spooner, Assistant Superintendent for Student Affairs

Mr. Lee W. Owens, Chief of Maintenance

Mr. M. G. Browning, Business Manager

Mrs. Edna A. Brown, Administrative Assistant

During the previous year, an Executive Planning Committee was formed to assist in the implementation of a Management by Objectives (MBO) system. The Executive Planning Committee consists of the President, Executive Director, Division Heads and other key staff members.



A fundamental task of the Executive Planning Committee is to assist in the development of both long range and short range plans for obtaining optimum resource utilization in the accomplishment of the School's major missions and goals. During the present year, a Delphi Study was conducted to obtain information needed for comprehensive planning. All of the faculty and staff and stratified samples of students, parents and alumni participated in the study. Subsequent to this effort, comprehensive statements of the School's major missions and goals were developed and approved by the Board of Commissioners.

The Administrative Assistant's Office also plays a vital role in the central administration of the School. The basic purpose of this Office is to collect and provide information to staff, students, parents and other agencies. The Administrative Assistant is head of this Office, and she reports directly to the Executive Director. The Administrative Assistant is also responsible for the supervision of the Department of Social Services.

During the present year, the Department of Social Services handled a variety of referrals and inquiries and played an expanded role in the School's overall program. This Department conducted 100 home visits, traveled 11,700 miles, interacted with 30 other agencies, conducted 87 evaluative home studies and provided various services for another 80 referrals.

The Security Department is also administratively in line with the central administration, and the Chief Security Officer reports directly to the President. This Department is staffed with four additional officers who provide 24 hour, 7 day a week services.

An integral part of the central administration is the Finance Division which is headed by the Business Manager. This Division is responsible for the administration of all financial matters of the School and plays an integral part in the budgeting and monitoring process. Reporting directly to the Business Manager, is the Office Manager who supervises the Federal Programs Office. The Director of Personnel also reports to the Business Manager.

## DIVISION OF EDUCATION

The Division of Education is responsible for the instructional program for the severely visually impaired and severely hearing impaired students at our School. This Division is composed of three Schools (Blind, Deaf and Vocational) and several supporting departments (physical education, music and media). Information on the purpose, operations and program accomplishments of each of these areas is presented below.

### DEAF SCHOOL

*Purpose:* The Deaf School has a responsibility for providing a full range of educational programs and instructional services to meet the diverse needs of hearing-impaired elementary to secondary level students.

*Operations:* During the 1976-1977 school year, the School for the Deaf served approximately 400 hearing impaired students. The School is administered by a principal and four supervising teachers. Additional staff include 46 teachers, 8 teacher aides, 1 auditory training specialist, 3 speech therapists and a secretary.

#### *Program Accomplishments:*

- Ten students graduated, nine of whom received South Carolina State High School Diplomas.
- A special curriculum was developed and implemented for slow-achieving deaf teenagers. Specially designed curricula were utilized.
- Teachers were formally evaluated for the first time. This was accomplished by using an evaluation procedure designed by the teaching staff and the administration.
- All teachers participated in inservice training programs which were designed specifically to improve their skills in behavior modification and individualizing educational plans.
- Forty-five elementary students participated in a Calculator Assisted Math Program (funded under Title I). There was an average of 5.8 months gained for the group, 1.4 months over the national average for hearing impaired.
- A special auditory training program was implemented with 157 students who ranged from kindergarten through fifth grade. This program was funded with Title I funds, and highly significant gains were recorded at each grade level.



- A special program designed to enhance language development (Project Life) was initiated during the year with Title I funds.
- Two members of the Jr. NAD attended the Eastern Regional Convention held in Indianapolis, Indiana, last spring.
- Special efforts were made to involve more parents in the educational program. A Parent Advisory Council was established to aid in the evaluation of Title I programs.

## BLIND SCHOOL

*Purpose:* The School for the Blind is charged with the effective preparation of young people for life in all its aspects—for work, for health, for use of leisure time, for worthy home membership, and above all for the obligations of citizenship in a democracy.

*Operations:* The School is administered by a principal, a supervising teacher, 26 classroom teachers and 7 teacher assistants.

During the 1976-1977 school term the staff provided instructional learning and extracurricular activities for 150 students residing in South Carolina. These activities included: Language Arts, Mathematics, Social Studies, Natural Sciences, Health and Safety, Fine Arts, Orientation and Mobility, Optacon Training, Field Trips and Social Service Clubs.

### *Program Accomplishments:*

- Special classes were initiated for slow-learning visually impaired students.
- Practically all students showed appreciable gain over the previous year on the Scholastic Aptitude Tests, even students in ungraded classes.
- Seventeen students participated in the Early Childhood Intervention Program (a Title I program). Significant gains were registered for most students on various measures of motor development, social and self-help skills.
- Optacon training was provided through a Title I grant to 11 students. All students made creditable progress in reading printed material through the use of the Optacon, with one student reading 38 words per minute at the end of 50 hours of training.

- Orientation and Mobility training was made available to primary and elementary students for the first time under a Title I grant. Three of the participants progressed to the point of being ready for formal instruction in use of the cane.
- Plans for the development of individual education plans (IEP) were initiated, and a Performance Checklist was maintained for each student.
- Continued improvement in staff competencies was evidenced by the fact that 16 teachers earned three or more semester hours of graduate credit, and all teachers participated in inservice training programs on the preparation of instructional objectives and behavior modification.
- A number of students won academic awards for outstanding achievements and accomplishments.
- One hundred fifty-two Braille, 143 large type and 262 talking books were added to the Blind Library during the school year.

#### PHYSICAL EDUCATION DEPARTMENT

*Purpose:* The Department of Physical Education serves the Aphasic, Blind and Deaf Departments and is concerned with establishing physical education programs tailored to fulfill the individual needs of each student. The Department supervises physical education development programs related to the academic program, varsity and junior varsity athletic programs in football, basketball and track and serves in an advisory capacity to after-school daily living skills and intramural programs.

*Operations:* The program is carried on by the Physical Education Director and his staff of eight teachers and one teacher assistant.

Activities within the physical education program included adapted physical education activities for each student, archery, bowling, tumbling, swimming, weight lifting, body awareness training and numerous other physical education activities. The Department also supervised varsity and junior varsity athletics as well as cheerleading.

#### *Program Accomplishments:*

- The School became the first residential program in the United States to reach the status of a Physical Fitness Demonstration School.



- The School was voted the most outstanding physical education school in South Carolina during the 1976-1977 school year.
- The Director received the public relations award at the Health, Physical Education and Recreation Southern Convention in Atlanta.
- The track team at the School received the national championship for schools for the deaf in the United States.
- For the first time in the School's history, a student, Robert Milton, was sent to the World Games for the Deaf in Rumania.
- Six visually impaired students were sent to the Blind Olympics in Southern Illinois. The students won gold, silver and bronze medals and set one national record in track and field.

#### MUSIC DEPARTMENT

*Purpose:* The Music Department has the responsibility of providing music education to all students in the Blind School. The music program includes choral work, individual voice, instrumental work, piano and rhythm work.

*Operations:* The Music Department consists of 1 full-time and 2 part-time faculty members.

#### *Program Accomplishments:*

- Seventeen students participated in the band, and each of these students took individual instrument lessons.
- Individual piano lessons were provided to ten students.
- Eighteen older students participated in the chorus, and recitals were presented at the Christmas and Spring Concerts and at Graduation Exercises. Furthermore, twelve students from Robertson Hall also participated in a chorus.
- A twelve member student ensemble was formed in the Residence Division under the Daily Living Skills Program.
- One student entered and won the regional and national competition for blind students held by the National Federation of Music Clubs. This student won a \$200 scholarship to continue in Music Education.
- An exploratory study was conducted to examine the feasibility of braille music reading for a violin student via the use of the student's toes.

## MEDIA DEPARTMENT

*Purpose:* The Media Center functions to develop and help implement mediated instructional programs. It also centralizes all forms of media assistance, both print and non-print; distributes all equipment and materials throughout the School community, assists students and teachers in the proper selection and use of mediated hardware and software; conducts inservice training for staff and trains students in various areas of media work. Currently, the Media Center is funded by a Title I grant.

*Operations:* The Media Center staff is divided according to functional responsibility. In addition to the Director, the staff includes a graphic artist, two librarians, a repair technician, and a secretary.

### *Program Accomplishments:*

- In the first year of operation, the Media Center served as a Captioned Film Depository, housing about 820 captioned films for use within the School and around the State.
- All media hardware was centralized and distributed through the Media Center.
- Provided a staff to aid students and teachers in the proper development and implementation of mediated instruction.
- Provided inservice training for 3 hours of graduate credit through the University of South Carolina-Spartanburg.
- Processed over 300 production work orders ranging from small projects to major projects designed for off-campus showings.
- Apprenticed 2 student trainees in the Media Center; one in photography and one in distribution.

## VOCATIONAL SCHOOL

*Purpose:* The Vocational School is concerned primarily with providing training in occupational areas so that students completing the various programs possess saleable, job-entry skills. In addition, the Department provides for such non-academic services as driver education, dexterity training, consumer home economics, personal typing, art and a limited amount of counseling. In addition to the programming responsibilities, printing services for the entire School are provided, and the Palmetto Leaf, the School newspaper, and the Hornet, the School annual, are printed.



*Operations:* The School is staffed by a principal, 13 full-time faculty, 1 part-time faculty member and 2 teacher assistants.

*Program Accomplishments:*

- Various types of instructional and training programs were provided for 128 deaf, 64 blind and 4 aphasic students.
- The greenhouse to house the Horticulture-Hortitherapy Program (Title I funded) was completed during the year.
- A Canteen Training Program was initiated in cooperation with the South Carolina Commission for the Blind.
- The first group of students to complete a two-year Carpentry and Cabinet Making course was graduated.
- A Work Adjustment Training Program was planned and implemented in cooperation with the South Carolina Vocational Rehabilitation Department.
- Student Accomplishment Checklists were developed in all instructional areas.
- Previously developed curricula in the areas of Family Life, Foods I and Foods II were field tested and evaluated.

#### COMMUNITY EDUCATION DEPARTMENT

*Purpose:* The purpose of the Community Education Department is to identify needs adult sensory and multi-handicapped individuals have for services and to assist local communities to improve and develop resources needed to provide these services.

*Operations:* The Community Education Program was directed by the School's Chaplain, who performed this function on a half-time basis. The activities of the program were funded by Gallaudet College's Center for Continuing Education. The Community Education Program was assisted by an Advisory Council of the Deaf.

*Program Accomplishments:*

- Numerous visits were made to social, religious and educational groups in the deaf community.
- Forty-eight continuing education classes and programs were initiated with a total enrollment of 1,221, of which 554 were deaf.
- An estimated 800 deaf viewers watched interpreted television programs which were presented in the local area.
- Classes and programs were offered for the purpose of recruiting interpreters and/or teachers with signing skills.

## DIVISION OF MULTI-HANDICAPPED

The Multi-Handicapped Division is directed by an Assistant Superintendent and is responsible for providing a comprehensive educational program for children with multiple handicaps, including aphasia. The Psychology and Audiology Departments are also located within this Division.

### MULTI-HANDICAPPED DEPARTMENT

*Purpose:* The Multi-Handicapped Department is responsible for arranging for all operational aspects of the new Multi-Handicapped School which is expected to become operational in August, 1977.

*Operations:* During the preceding year, the Multi-Handicapped Department has been involved in many diverse areas related to the overall construction of the new \$2,750,000 Facility for Multi-Handicapped students and its programs. During the summer of 1976, a six-week program was conducted for approximately 20 deaf-blind children. With chronological ages ranging from approximately four to eighteen, these children were from throughout the State of South Carolina. All of the children were on the State Registry for Deaf-Blind Children. Most of the children had participated in past summer programs at our School. In addition to having visual and hearing problems, many of the children had other handicapping conditions and were considered to be multi-handicapped children.

The summer program was funded in part by Federal funds from the South Atlantic Regional Center for Services to Deaf-Blind Children. These funds were distributed through a contract from the South Carolina State Department of Education.

#### *Program Accomplishments:*

- Construction of the new Multi-Handicapped Facility took place during the 12-month period represented by this report. It is hoped that this building will be ready for occupancy by August, 1977.
- Approximately 20 students were served during the 1976 summer program for deaf-blind children.
- A three-round Delphi study was conducted for the purpose of determining important goals on which the School's Executive Planning Committee should concentrate its efforts.



## APHASIC SCHOOL

*Purpose:* The purpose of the Aphasic School is to provide education and habilitation to children with severe communicative disorders not attributable to defective hearing or speaking mechanisms. Much emphasis is placed on language development and verbal communication. Each child's individual needs and capabilities are considered. If public school placement is not possible, special education placement or vocational placement is sought, after much social, physical and academic training.

*Operations:* The Aphasic School employs four classroom teachers, two teacher aides and a full-time speech teacher. Twenty students were enrolled with a 1-5 teacher-pupil ratio. The conventional ABC grading system is not used due to the heterogeneity of the student population. The academic year is divided into four nine-week report periods. Individual instructional objectives and performances are reported. Teachers plan curricular activities to meet the specific needs of each participant. A wide array of up-to-date supplies and many distinguished types of auditory and visual aids are employed. Scheduled classes includes: reading, mathematics, language development, spelling, motor coordination, auditory training, arts and crafts, physical education, dancing music, vocational classes and various field trips to supplement classroom activities.

### *Program Accomplishments:*

- During the 1976-1977 year two students were placed in a public school system in their hometowns. Follow-up visits and contacts regarding adjustment and progress were made. Vocational placement for one student was planned for the 1977-1978 year.
- A behavior modification program was successfully implemented resulting in the termination of profuse drooling. This involved two students.
- Fifteen students were given psychological evaluations and all students received an audiometric evaluation. In addition, individual behavioral objectives were set for each student. Periodic assessments of performance were done by the staff.

## PSYCHOLOGY DEPARTMENT

*Purpose:* The Psychology Department has as its primary objective comprehensive and ongoing assessment and evaluation of the

learning and behavioral characteristics and styles, abilities, disabilities of currently enrolled students as well as prospective applicants to the School. Through appropriate consultation and/or counseling procedures, the Department seeks out any and all available resources to help students. The Psychology Department also conducts experimental research projects designed to evaluate the usefulness and effectiveness of various techniques associated with the Psychological development and valid evaluation of handicapped students.

*Operations:* During the preceding year, the services of the Psychology Department were sharply curtailed due to the severe shortage of key personnel. Following the resignation of Mr. Larry Porter in August, 1976, the Psychology Department was transferred from the office of the Administrative Assistant to the Multi-Handicapped Department. Following an upgrading of the position from a Psychologist II to a Psychologist III, recruitment efforts were immediately begun. Unfortunately, the position was not filled during the year. However, a new highly qualified Psychologist III was hired in late spring and is scheduled to begin in August, 1977.

The Title I Psychological Counseling Program also began the year with vacancies in the two counselor positions. One position was filled in March. The other position remained vacant throughout the year. The Psychology Department personnel include (a) Psychologist III, (b) Psychometrist, (c) two Psychological Counselors and (d) a secretary. Because of the new regulations regarding intake and evaluation procedures and the manpower shortage which existed in the Department, the number of evaluations performed during the year was reduced from previous years. Ninety evaluations were performed by the Psychometrist. Seventeen students were serviced by the Psychological Counseling Program.

*Program Accomplishments:*

- The Psychologist II position was upgraded to a Psychologist III position.
- An additional Psychologist II position was added to the budget.



- Evaluations were completed on 90 students. The following is a breakdown of this total:

Deaf Applicant	1
Deaf Evaluations	52
Blind Evaluations	18
Aphasic Evaluations	19
	—
Total Evaluations	90

- Due process procedures, including the necessary consent forms, were developed and utilized.

#### AUDIOLOGY DEPARTMENT

*Purpose:* The Audiology Department has as its primary objective comprehensive and ongoing assessment of the hearing status of students currently enrolled. Major emphasis is given to the acquisition of amplification, detection and referral of middle ear pathologies and maintenance of hearing aids. Staff members are available for consultation with teachers, administrators and parents. In addition, habilitative and rehabilitative services are offered in the form of hearing aid orientation, evaluation of hearing aid functioning and suggestions as to remediation and program planning for individual students.

*Operations:* During the preceding year, the Audiology Department has provided audiological services for 296 deaf students, 20 aphasic students and approximately 150 blind students. The staff consisted of an audiologist and one assistant, and their duties encompassed the following:

- Providing full audiological evaluations for every student enrolled in the Deaf School including pure tone air and bone tests, speech tests (where applicable), and impedance tests.
- Providing audiological screening for those students enrolled in the Blind School, to be followed by full evaluations if screening was failed.
- Providing a full audiological evaluation for all students enrolled in the Aphasic School.
- Assessing the feasibility of amplification for every student, with a follow-up hearing aid evaluation if amplification was thought to be beneficial.

- Providing information and instruction on the care and maintenance of hearing aids.
- Maintaining daily hearing aid checks on students in Thackston and Spring Annex.
- Supplying complete reports to the Medical Department of those students suspected of having middle ear pathologies.
- Informing teachers of the results of hearing testing so that auditory capabilities of each student could be incorporated into his/her educational program.
- Improving the audiological report form so that it was more informative and contained all pertinent data.
- Providing repair services for broken aids.
- Adding to the existing stock of consigned aids for purposes of hearing aid evaluation.

*Program Accomplishments:*

- Approximately 75% of students in the Deaf School received complete audiologicals; not all students were seen due to the absence of an audiologist until November 15, 1976.

## DIVISION OF STUDENT AFFAIRS

This Division consists of five major departments. The major responsibilities include the provision of a comprehensive dormitory and after-school education program and various support services, including Transportation, Health Care, Food Preparation and Delivery.

### CHILD CARE DEPARTMENT

*Purpose:* The Child Care Department has the responsibility to plan, coordinate and supervise all after-school programs, including the Daily Living Skills Program and activities in the dormitory. The purpose of activities in both of these areas is to increase each student's competencies in areas necessary for effective daily living, including self-help skills, the use of leisure time, consumer economics, etc.

*Operations:* In the dormitory management area, five House Directors are assisted by 42 dormitory personnel. The students live in eight dormitories. The Daily Living Skills Program is a Title I funded program and is administered by a Director, 12 part-time teacher aides and 4 part-time youth counselors.



#### *Program Accomplishments:*

- One hundred eighty-nine sensory impaired children (ages 6-14) were provided a comprehensive daily living skills program. Highly significant gains (greater than .001 level) were exhibited on the Daily Living Skills Test by students in each dormitory area.
- An Appropriate Behavior Program was established, and a token economy system was utilized.
- A jazz band was initiated during the year. The band played at several School functions.
- Both the Deaf and Blind Student Councils were reorganized and were very instrumental in bringing about several changes in the dietary menu and in student behavior.
- The Boy Scouts won several first place ribbons at the Eighth Biennial Camporee, and they later toured Washington, DC.
- The entire dormitory staff participated in a comprehensive inservice training program, which included training in behavior modification, counseling and the art of helping.

#### HEALTH CARE DEPARTMENT

*Purpose:* A major function of the Health Care Department is to take care of any medical emergencies which might arise among the student population, to assist in implementing a preventive health care program and to dispense medicine and other services as needed.

*Operations:* The Health Care Department provides 24 hour service during the school week and is headed by a School nurse and a School physician who comes on a daily basis. There is also a dentist who provides services periodically.

#### *Program Accomplishments:*

- There were 517 admissions during the year, averaging three days of overnight care in the Health Center.
- There were 7,500 out-patient visits for routine medical problems.
- Flu vaccine was given to students during the fall.
- The School dentist treated 144 students, and fluoride treatment was provided for 80 students.

## FOOD SERVICE DEPARTMENT

*Purpose:* The major function of the Food Service Department is to meet the dietary needs of students and to assist the instructional staff in developing dietary improvement programs for the students.

*Operations:* Food is prepared from a Central Kitchen and distributed to five cafeterias across the campus. The Director of the Department is assisted by two Food Supervisors, 12 Food Service Aides, 8 Cooks and 2 Vehicle Operators.

### *Accomplishments:*

- Provided one meal daily for entire student population and some staff, and provided two meals daily for all resident students.
- Conducted a food study to determine ways of reducing food wastage and improving eating patterns of students.

## TRANSPORTATION DEPARTMENT

*Purpose:* One of the goals of our School is to help students maintain and strengthen home ties and family relationships. A significant contribution to this goal is made by the Transportation Department which provides both daily and weekend transportation for students at no cost to the parents.

*Operations:* The Supervisor of the Transportation Department is assisted by one part-time clerk, 8 full-time drivers, 4 part-time drivers, 9 full-time attendants and 1 part-time attendant. Weekend transportation serves the following areas: Anderson-Greenwood, Fort Lawn, Columbia, Aiken-North Augusta, Bennettsville-Mullins-Dillon, Florence-Myrtle Beach, Sumter-Georgetown, Charleston and Beaufort. Daily transportation is provided to students who live within a thirty mile radius of the School.

### *Program Accomplishments:*

- Weekend transportation was provided for 421 students, and daily transportation was provided for 81 students.
- The supervisor of the Transportation Department received authorization to begin the classroom training of bus drivers.
- A survey of parent satisfaction with transportation service indicated that over 95% rated the transportation service as "good to excellent."



- An "Education On Wheels" Program was initiated on April 15, 1977, in an effort to utilize the riding time for students for instructional purposes. Three busses were initially involved, and the program will be expanded.

#### OFFICE OF THE CHAPLAIN

*Purpose:* The purpose of the Office of the Chaplain is to provide service to the entire campus, staff and students alike. The Chaplain is available to meet the needs of individuals in all areas of pastoral care and ministries. The department is operated on a non-denominational basis and serves as a resource to both SCSDB and the community at large.

*Operations:* The Office of the Chaplain is currently made up of one staff member on a half-time basis and volunteers from the student body (11), the staff (10) and the community (42).

#### *Program Accomplishments:*

- After-class small group classes for residential students. Three hundred six classes conducted by sixty-three volunteers with total attendance of 4,910 students.
- Student counseling sessions (82 hours).
- Staff counseling sessions (31 hours).
- Hospital and Health Center visits (141 visits).
- Presentation of Rock Gospel Concert in November 1976 at the Voss Center.
- Consultations with area churches on ministry to deaf or blind (7).
- Presentation of "Mock Wedding" in cooperation with the Vocational Department to staff and student body.
- Meditations on WSPA-TV presented on a monthly basis in sign language (40 meditations).
- Chaplain served as sponsor of Boy Scout Troop 212 and was able to find local Service Club which raised money for interpreters on the Troop's Camporees.
- Chaplain conducted pre-game devotions and prayer with athletic teams of SCSDB.
- Chaplain served as Interim Project supervisor for two Wofford College students in January, 1977.

- Cooperated with Dean of Student's Office in establishing Cedar Spring Blood Bank for staff members.
- Chaplain presented a paper to the South Carolina State Council for Exceptional Children Convention at Greenville in March, 1977.

## DIVISION OF PHYSICAL PLANT

*Purpose:* The purpose of the Division of Physical Plant is to serve as a resource for achieving the objectives and goals sought through the educational programs by maintaining a physical environment which is conducive to learning, both in the classroom and in the dormitories; by assisting the School to obtain a high degree of utilization of the physical plant, thus helping maximize returns on the physical plant investment, and by assisting in the development of long-term capital improvement plans.

*Operations:* A total of 36 positions are authorized specifically for the Maintenance Area. This area is headed by a Chief of Maintenance. The Maintenance Supervisor reports directly to the Chief of Maintenance and is in charge of all skilled laborers and tradesmen. In the area of general maintenance, there are five skilled workers, including two mechanics. In the heating area, there are eight personnel and five laundry workers which do all of the laundry for the entire School. This area provides the expertise for operating the complex boiler house, which provides steam heat throughout the majority of the campus. In the decorative areas, there are five painters, one paint supervisor, six groundskeepers and one supervisor.

Janitorial services are provided by a private contractual firm, and the Director of the Physical Plant Division supervises these services provided under the contractual arrangement.

### *Program Accomplishments:*

- The School realized a savings in excess of \$50,000 through contracting janitorial services through a private firm.
- The new Multi-Handicapped Facility is nearing completion, and it consists of three two-story dormitories and three classroom buildings. This Facility will house and provide specialized training for almost 100 multi-handicapped students.



- The Health Center was completed and occupied during the current year. This consists of a 24 bed infirmary, complete with a kitchen and dining room, physician's office, dental office, physical therapy room and audiology department.
- Three thousand six hundred work orders were completed during the year.

## COOPERATIVE PROGRAMS

### VOCATIONAL REHABILITATION FACILITY

*Purpose:* The Vocational Rehabilitation Facility located on the campus of the South Carolina School for the Deaf and the Blind provides medical, social, psychological and vocational evaluations to the deaf students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, and work adjustment training job placement and follow-up.

*Operations:* During the 12 month year under report, this facility provided services for 178 students. These students are from all across South Carolina. When a student graduates or leaves the South Carolina School for the Deaf, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the student's home area in order that services be continued by the department. Usually the counselor provides services only for the hearing impaired and is a specialty counselor.

The Facility is administered by (a) a Project Supervisor, (b) a Vocational Counselor, (c) a Vocational Evaluator, (d) a Rehabilitation Associate and (e) a Counselor Assistant.

#### *Program Accomplishments:*

- Diagnostic medical evaluation were provided to students throughout the year. Fifty-three students received general medical examinations. Fifty-one students received otological examinations and five students were provided specialist examinations.
- Vocational evaluation was provided to sixty students. These results assists the Facility staff in planning future services and also assists the School staff in their plans for the students. All evaluation results were staffed jointly with the Facility staff and the School staff in attendance.

- On-the-job training was provided in businesses and industries in the community for ten students who were all in the graduating Senior Class. The on-the-job training program provided training in the following areas:

Auto-body repair and painting .....	2 students
Industrial sewing .....	1 student
Printing .....	2 students
Clerical .....	1 student
IBM Key Punch .....	1 student
Stock Clerk (grocery) .....	1 student
Photography and Photography Processing ...	2 students

- Work adjustment training classes were provided for Special students, Juniors and Seniors. Fifty-two students were involved in this training which is designed to prepare them for future gainful employment and indoctrinate them to the World of Work. Special students and Juniors met once each month during the school year for one hour each class. The Seniors met twice each month for one hour each class.
- A work adjustment program began in June, 1977 for area deaf students. Eleven students were involved in this program. Students were involved in piece work of contracts obtained from various industries in the community.

#### COMMISSION FOR THE BLIND—CEDAR SPRING FACILITY

*Purpose:* The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are fourteen years old and above and who are enrolled at the South Carolina School for the Deaf and the Blind. These services are designed to increase the student's readiness for future gainful employment.

*Operations:* The Facility staff consists of (a) a Project Supervisor, (b) an Orientation and Mobility Instructor and (c) a Counselor Assistant.



### *Program Accomplishments:*

- One female student was involved with a work experience program in the Child Care Department on the campus of the School.
- One male student received on-the-job training in upholstery at the Spartanburg Bedding and Upholstery Company.
- One male student received on-the-job training in radio and television repair services at the Television Service Company.
- Two male students received on-the-job training as masseurs at the Spartanburg YMCA.
- Twelve students received orientation and mobility training.
- One male student received a corneal transplant.
- One male student received a scleral shell for cosmetic purposes from Le Grand Associates of Philadelphia, Pennsylvania.
- Forty-three students received low vision examinations at the clinic which is located in the Facility.
- One male student received full-time employment at the Spartanburg Coca-Cola Bottling Company.

# APPENDIX

## STATEMENT OF EXPENDITURES

Fiscal Year July 1, 1976 — June 30, 1977

### MAINTENANCE FUND

Balance July 1, 1976 (Carry Over) .....	\$ 15,042.23
Appropriated .....	3,537,049.00
*Other Income .....	39,764.54
Total Funds Available .....	<u>\$ 3,591,855.77</u>

#### Disbursements

##### Administration:

Personal Service .....	\$ 233,190.92
Contractual Services .....	20,066.52
Supplies .....	7,538.58
Fixed Charges .....	1,143.50
Equipment .....	1,416.28
Total Administration .....	\$ 263,355.80

##### Education:

Administrative Services ....	253,469.95
Personal Service .....	1,197,004.94
Contractual Services .....	11,517.27
Supplies .....	33,267.14
Fixed Charges .....	288.00
Equipment .....	4,416.61
Scholarship .....	62,199.99
Special Items .....	32,920.00
Total Education .....	1,595,083.90

##### Plant Operation & Maintenance:

Personal Service .....	395,623.81
Contractual Services .....	187,535.40
Supplies .....	122,651.03
Fixed Charges .....	10,565.06
Equipment .....	15,786.47
Permanent Improvement ...	1,369.71
Total Plant Operation & Maintenance .....	733,531.48

##### Other Services:

Personal Service .....	662,159.74
Contractual Service .....	36,106.50
Supplies .....	144,563.05
Fixed Charges .....	4,917.78
Equipment .....	52,269.45
Total Other Services .....	900,016.52

Total Expenditures ..... 3,491,987.70

Carry Over 77-78 ..... 4,163.35

Lapse to General Fund ..... 95,704.72

\$ 3,591,855.77

#### \*Other Income

##### Employee's Meals &

Miscellaneous Receipts ....	13,169.97
Other Funds .....	26,594.57
Total Receipts Federal and Other Funds .....	39,764.54



# STATEMENT OF EXPENDITURES

## Special Deposits

Fiscal Year July 1, 1976 — June 30, 1977

Balance Brought Forward July 1, 1976 .....	\$ 12,849.29
Receipts .....	23,499.20
Total Funds Available .....	<u>\$ 36,348.49</u>

### Disbursements:

Student Accounts .....	\$ 10,795.28
Pilot Club .....	91.82
Special Needy .....	1,061.68
Loree W. Godshall Fund .....	135.68
Thackston Award Fund .....	15.00
Aurora Club .....	—0—
Spartan Industrial Management Fund .....	6.24
Converse Fund .....	—0—
Special Bus Fares .....	25.65
*Caption Fund, Audio Visual .....	353.79
Ways & Means For Blind .....	200.00
Aphasic School Special Account .....	—0—
**Gallaudet College Community Education ...	1,847.18
Total Disbursements .....	\$ 14,532.32
Balance Carried Forward .....	\$ 21,816.17

\*Caption Fund, Audio Visual will be in budget Category F/Y 77-78.

\*\*Gallaudet College Community Education will be included in Consolidated Fed. F/Y 77-78.

## FEDERAL FUNDS

Balance June 30, 1976 .....	\$ 32,373.83
Receipts & Transfers .....	469,319.38
Total .....	<u>\$ 501,693.21</u>
Less Disbursements .....	\$ 495,860.79
Balance f/y 1976-77 .....	<u>\$ 5,832.42</u>

## STATEMENT OF FEDERAL EXPENDITURES

Title I ESEA PL 89-10 .....	\$ 289,321.26
Title II Library PL 89-10 .....	.61
Title III NDEA PL 89-10 .....	—0—
Title IV Library Service & Const. Act. ....	1,966.73
Vocational Education Grant ..	24,513.68
Public Serv. Employment .....	37,466.42
Summer School Deaf-Bld. Program T-VI .....	20,202.00
USDA School Lunch Program ..	107,456.64
DDA Spec. Transp. ....	276.80
Dept. of Social Service .....	1,448.01
Work Incentive Program .....	13,208.64
Total Federal Expenditures .....	495,860.79

## OTHER ACCOUNTS

Permanent Improvement, Balance June 30, 1976 .....	\$ 2,426,966.64
Additional Monies allocated, 7-1-76 - 6-1-77 .....	7,284.83
Disbursements .....	1,890,439.72
Balance as of 6-30-77 .....	\$ 543,811.75
Patient's Fee—Debt. Serv., Balance July 1, 1976 .....	\$ 234,309.55
Income .....	47,506.21
Budget & Control Board Reduction .....	(50,304.00)
Balance July 1, 1977 .....	\$ 231,511.76



# CHARACTERISTICS OF SCSDB STUDENTS

	<i>Blind Males</i>	<i>Blind Females</i>	<i>Deaf Males</i>	<i>Deaf Females</i>	<i>Aphasic Males</i>	<i>Aphasic Females</i>
<i>Age of Onset</i>						
Birth .....	60	33	103	72	13	5
Birth to 2 years .....	18	14	50	43	1	1
3 years and over .....	11	10	19	17	0	0
Unknown .....	1	0	39	38	0	0
<b>TOTAL</b> .....	<b>90</b>	<b>57</b>	<b>211</b>	<b>170</b>	<b>14</b>	<b>6</b>

## *Cause of Vision Loss, Hearing Loss or Aphasia*

Unknown .....	3	0	97	84	6	2
Prematurity .....	1	0	7	3	0	0
Heredity .....	0	3	8	4	2	0
Meningitis .....	0	3	19	14	0	0
Congenital .....	8	0	11	10	1	0
High Fever .....	0	0	6	4	1	0
Rubella .....	0	0	39	30	0	2
Birth Trauma .....	0	0	1	0	0	1
Glaucoma .....	8	6	0	0	0	0
Nystagmus .....	8	6	0	0	0	0
Cataracts .....	16	11	0	0	0	0
Albinism .....	3	6	0	0	0	0
Myopia .....	5	2	0	0	0	0
Optic Nerve Damage ..	8	4	0	0	0	0
Rh Incompatibility ....	0	0	2	2	0	0
Measles .....	0	0	3	3	0	0
Infection .....	0	0	4	1	0	0
Mumps .....	0	0	0	2	0	0
Pregnancy Complications	0	0	2	2	0	0
Encephalitis .....	0	0	0	0	0	1
Brain Damage .....	0	0	0	0	2	0
Anoxia .....	0	0	0	0	2	0
Other .....	30	16	12	11	0	0
<b>TOTAL</b> .....	<b>90</b>	<b>57</b>	<b>211</b>	<b>170</b>	<b>14</b>	<b>6</b>

## *Additional Handicapping Conditions*

Brain Damage .....	1	1	3	0	2	1
Cerebral Palsy .....	3	4	6	2	1	1
Mental Retardation ....	29	32	58	49	8	3
Epilepsy .....	1	1	0	0	0	0
Hyperactive .....	0	0	3	1	0	0
Heart Disorder .....	0	0	1	1	0	1
Vision .....	0	0	12	12	1	0

	<i>Blind Males</i>	<i>Blind Females</i>	<i>Deaf Males</i>	<i>Deaf Females</i>	<i>Aphasic Males</i>	<i>Aphasic Females</i>
<i>Additional Handicapping Conditions (cont.)</i>						
Orthopedic .....	0	0	1	1	0	0
Hearing .....	0	0	0	0	2	3
Autistic .....	0	0	0	0	4	0
Emotional .....	0	0	0	0	1	0
Other .....	2	1	0	0	0	0
None .....	0	0	0	0	1	2
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL .....	36	39	84	56	20	11

*Degree of Vision Loss  
and Hearing Loss*

Totally Blind .....	18	11	N/A	N/A	N/A	N/A
Light Perception .....	22	13	N/A	N/A	N/A	N/A
Light Perception and Projection .....	3	0	N/A	N/A	N/A	N/A
20/100 to 20/500 .....	23	19	N/A	N/A	N/A	N/A
Count Fingers Less than Five Feet .....	6	6	N/A	N/A	N/A	N/A
No Light Perception ...	3	1	N/A	N/A	N/A	N/A
Hand Movement Less than Five Feet .....	4	4	N/A	N/A	N/A	N/A
2/200 to 8/200 .....	4	1	N/A	N/A	N/A	N/A
20/50 to 20/60 .....	6	2	N/A	N/A	N/A	N/A
Severe to Profound						
Hearing Loss .....	N/A	N/A	89	79	N/A	N/A
Profound Hearing Loss ..	N/A	N/A	66	53	N/A	N/A
Moderate to Severe						
Hearing Loss .....	N/A	N/A	18	11	N/A	N/A
Severe Hearing Loss ..	N/A	N/A	18	14	N/A	N/A
Mild to Moderate						
Hearing Loss .....	N/A	N/A	2	0	N/A	N/A
Mild to Profound						
Hearing Loss .....	N/A	N/A	0	3	N/A	N/A
Mild to Severe .....	N/A	N/A	2	1	N/A	N/A
Moderate Hearing Loss ..	N/A	N/A	4	2	N/A	N/A
Moderate to Profound ..	N/A	N/A	9	6	N/A	N/A
Mild Hearing Loss ...	N/A	N/A	1	0	N/A	N/A
Hard of Hearing .....	N/A	N/A	2	1	N/A	N/A
Unknown .....	1	0	0	0	N/A	N/A
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL .....	90	57	211	170	N/A	N/A



## ENROLLMENT

### *School for the Aphasic*

Girls .....	6
Boys .....	14
	<hr/>
Total .....	20

### *School for the Blind*

Girls .....	65
Boys .....	97
	<hr/>
Total .....	162

### *School for the Deaf*

Girls .....	183
Boys .....	229
	<hr/>
Total .....	412

GRAND TOTAL .....	594
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### *Number of Graduates*

Blind .....	1
Deaf .....	11
	<hr/>
Total .....	12

### *Number of Graduates Attending College*

Blind .....	4
Deaf .....	7
	<hr/>
Total .....	11

### *Number of Students Attending School Out of State*

Aphasic .....	9
Deaf Blind .....	1
	<hr/>
Total .....	10

# NUMBER OF STUDENTS BY COUNTIES

<i>County</i>	<i>No. Students</i>	<i>County</i>	<i>No. Students</i>
Abbeville .....	1	Greenwood .....	8
Aiken .....	20	Hampton .....	4
Allendale .....	3	Horry .....	13
Anderson .....	19	Jasper .....	5
Bamberg .....	4	Kershaw .....	10
Barnwell .....	2	Lancaster .....	9
Beaufort .....	4	Laurens .....	19
Berkeley .....	8	Lee .....	2
Calhoun .....	2	Lexington .....	10
Charleston .....	41	Marion .....	9
Cherokee .....	11	Marlboro .....	5
Chester .....	10	McCormick .....	1
Chesterfield .....	13	Newberry .....	3
Clarendon .....	7	Oconee .....	5
Colleton .....	10	Orangeburg .....	18
Darlington .....	16	Pickens .....	6
Dillon .....	6	Richland .....	33
Dorchester .....	7	Saluda .....	2
Edgefield .....	5	Spartanburg .....	83
Fairfield .....	7	Sumter .....	20
Florence .....	20	Union .....	10
Georgetown .....	18	Williamsburg .....	5
Greenville .....	55	York .....	25



## PROFESSIONAL PUBLICATIONS AND REPORTS BY STAFF

Bremer, Robert A. (Chaplain) Exceptional children or children who happen to be exceptional: it's your attitude that counts. Paper presented at the South Carolina Council for Exceptional Children, Greenville, March 1977.

Bremer, Robert A. (Chaplain) Community education at the South Carolina School for the Deaf and the Blind. Paper presented at the 1977 Deaf Community Education National Action Conference, Warrenton, April 1977.

Gallagher, Jack R., Ed.D. (Executive Director) Behavior modification. Workshop presented at the South Carolina Council for Exceptional Children, Greenville, March 1977.

Gallagher, Jack R., Ed.D. (Executive Director) A model service delivery system to maximize the effects of the pre-school environments of the rural developmentally disabled children. Symposium presented at the meeting of the University Affiliated Facilities Program, Cooperative Inservice Training Project, University of South Carolina and the South Carolina Department of Mental Retardation, Columbia, May 1977.

Gallagher, Jack R., Ed.D. (Executive Director) Concept paper on device to train blind people to run. *Journal of Physical Education and Recreation*, 1977, 48, 36.

Keck, Timothy A. (Assistant Superintendent for Multi-Handicapped) The delphi technique: an administrative tool in the long-range comprehension planning process of educational organizations serving exceptional children. Paper presented at the South Carolina Council for Exceptional Children, Greenville, March 1977.

Millard, Robert L. (Assistant Superintendent for Education) The residential school for the deaf, white elephant or future promise. Paper presented at the South Carolina Council for Exceptional Children, Greenville, March 1977.

Millard, Robert L. (Assistant Superintendent for Education) Community education at the South Carolina School for the Deaf and the Blind. Paper presented at the 1977 Deaf Community Education National Action Conference, Warrenton, April 1977.

